

## Title I vs. Title II – How Can the Funds be Spent?

Program Area	Title I	Title II
<b>Highly Qualified Teachers</b>	All teachers working in a program supported with Title I funds must be HQ. In a school-wide program, this applies to all teachers. In a targeted assistance program, this applies only to those teachers paid with Title I, Part A funds.	All teachers must be HQ. If not, then the district must set aside Title II funds to assist teachers in meeting this requirement. A teacher is considered highly qualified if they hold a certificate for areas/subject they teach.
	Schools that receive Title I funds must notify parents when their children are taught for 4 or more weeks by teachers who are not highly qualified.	Schools must notify parents when their children are taught for 4 or more weeks by teachers who are not highly qualified.
<b>Notification of parents rights to request the qualifications of their child's teacher(s)</b>	A letter must be sent to all parents - it may be included in the student handbook.	A letter must be sent to all parents – it may be included in the student handbook.
<b>Equitable Distribution</b>	There are no equitable distribution requirements specific to Title I, Part A.	As part of its application for Title II funds, districts are required to provide an assurance that through the implementation of various strategies, low-performing students are just as likely to be taught by a highly qualified, effective, experienced teacher working in their field as are students that do not fall in that category.
<b>Private Non Profit Schools, (including home schools)</b>	<p>Students are eligible to receive supplemental services if the following conditions exist.</p> <ul style="list-style-type: none"> <li>• The private school accepts the offer to receive services from the public district.</li> <li>• The students would have attended a public school served in the district offering services.</li> <li>• The students are determined to be most in need of additional services.</li> </ul>	<p>All private, nonprofit and home school teachers and principals are eligible to receive services in the form of professional learning to improve their practice. Services must be offered to all private, nonprofit and home schools <u>located within the district boundaries</u> and the <u>entire enrollment</u> is used to calculate the amount of services.</p> <p>If all Title II funds are being transferred to Title I, funds must be set aside for private, nonprofit schools prior to transfer.</p>

## Title I vs. Title II – How Can the Funds be Spent?

---

	<p>District reservations that require an equitable amount of services to be provided to private schools include:</p> <ul style="list-style-type: none"> <li>• PD Not Required;</li> <li>• Parent Involvement; and</li> <li>• School Extension.</li> </ul>	Calculation for services includes professional learning that is district-wide and at the school level.
	<p>Consultation with the schools that want to participate must be conducted each year to determine identified needs, should be ongoing to evaluate the effectiveness of services, and must culminate in a summative evaluation of services at the end of the year.</p>	Consultation with the schools that want to participate must be conducted each year to determine identified needs.
<b>Professional Learning /Professional Development</b>	<p>Title I, Part A funds may be used to provide supplemental, needs-based professional development. Through the district PD reservation, PD can only be provided to those schools receiving an allocation. Schools may also use their funds to provide PD.</p>	<p>Title II funds may be used for professional learning opportunities. Professional learning needs of teachers and principals are determined by analysis of data compiled through such processes as achievement test results, needs assessments, CSIP, CDIP and surveys.</p>
<b>Class size Reduction</b>	<p>A school may use its allocation to provide needs-based, supplemental staff.</p>	<p>Title II funds can be used for class -size reduction teachers over and above the staffing allocation. Class size may be reduced by creating additional classes in a particular grade or particular subject. Another way to reduce class size is to co-teach.</p>
		<p>Class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.</p>

## Title I vs. Title II – How Can the Funds be Spent?

---

<b>Personal Activity Reports (PAR) or Time and Effort Logs</b>	Required for all district and targeted assistance staff paid from Title I, Part A funds-either partially or fully. School-wide programs can be exempt from the time and effort requirement if the school maintains a list of the funding sources utilized within the building.	Required for any staff paid from Title II funds – either partially or fully. If paid from Title II and teaching in a school-wide program, a PAR is <b><u>NOT</u></b> required if the school maintains a list of funding sources utilized within the building. PARs must be signed by the employee and supervisor.
<b>Technology Equipment Purchases</b>	Funds may be used to purchase needs-based, supplemental technology.	According to the USED, technology and equipment should NOT be purchased <b><u>unless</u></b> the district can provide assurances to its auditor that the technology/equipment will only be used to carry out Title II, Part A funded professional learning; AND assure the technology/equipment are never used for general technology integration; AND assure the technology/equipment are not used for evaluation; AND assure the technology/equipment are never taken home by the staff and used for other, non- Title II, Part A related (or non-education related) purposes.
<b>Hold Harmless Amounts</b>	<p>This amount changes each year based on each district's poverty percentage, as determined by the U.S. Census Bureau. A district is eligible to receive specific hold harmless percentages based on the following poverty ranges:</p> <ul style="list-style-type: none"> <li>• 95% if the district's poverty percentage is 30% or greater;</li> <li>• 90% if the district's poverty percentage is between 15% and 30%; or</li> <li>• 85% if the district's poverty percentage is below 15%.</li> </ul>	<p>Title II Hold Harmless amount does <b><u>not</u></b> change from year to year. It is the 2002 Eisenhower Science and Math allocation plus the Class Size Reduction amount. The Hold Harmless amounts for each district can be found on the Title II homepage:</p> <p><a href="http://education.ky.gov/teachers/tq/Pages/default.aspx">http://education.ky.gov/teachers/tq/Pages/default.aspx</a></p>